



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10851276  
SAU: Kittery School Department  
School: Frisbee Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 3

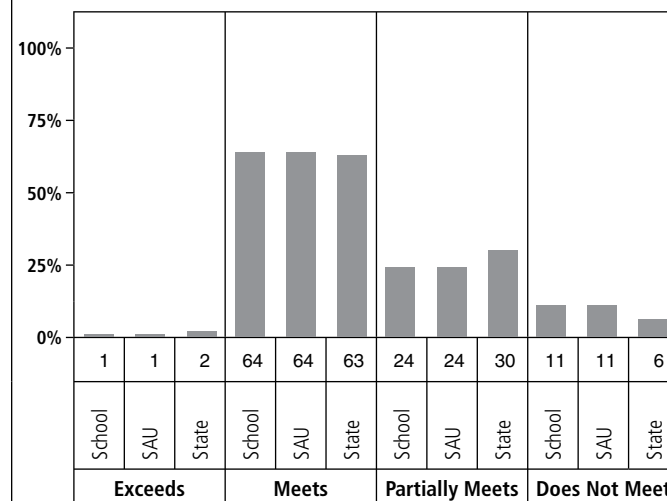
SAU: Kittery School Department

School: Frisbee Elementary School

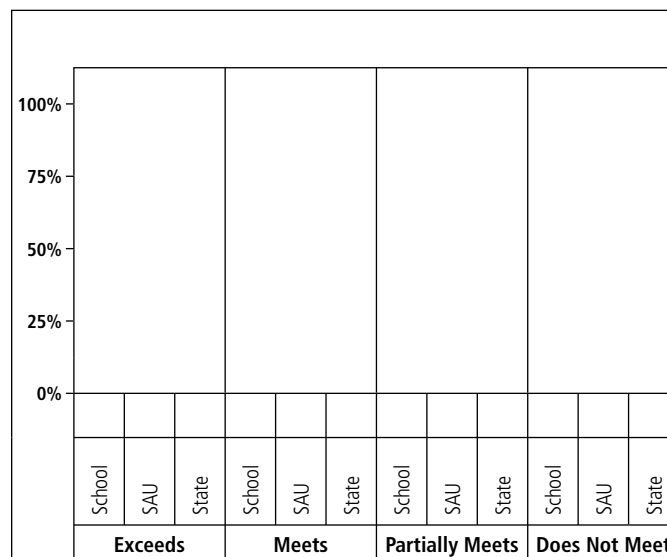
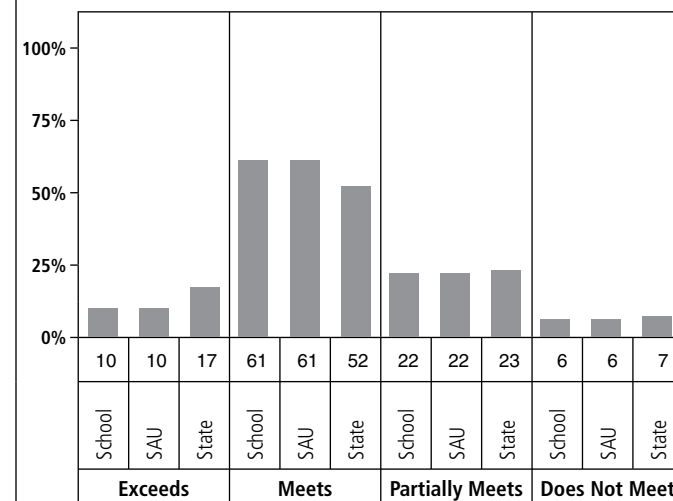
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	346	346	345
2007–2008	345	345	344
<b>2008–2009</b>	<b>345</b>	<b>345</b>	<b>345</b>
Cum. Avg.*	345	345	345
<b>Mathematics</b>			
2006–2007	352	352	347
2007–2008	354	354	347
<b>2008–2009</b>	<b>347</b>	<b>347</b>	<b>348</b>
Cum. Avg.*	351	351	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Kittery School Department  
School: Frisbee Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	77	100	77	100	13763	100	76	99	76	99	13691	100	77	100	77	100	13691	100						
<b>Ethnicity</b> African American/Black	2	3	2	3	416	3	1	50	1	50	412	99	2	100	2	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	2	3	2	3	232	2	2	100	2	100	226	97	2	100	2	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	72	94	72	94	12846	93	72	100	72	100	12788	100	72	100	72	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	16	21	16	21	2414	18	16	100	16	100	2388	100	16	100	16	100	2388	100						
<b>Current LEP</b>	1	1	1	1	420	3	0	0	0	0	413	98	1	100	1	100	417	99						
<b>Economically disadvantaged</b>	18	23	18	23	5887	43	18	100	18	100	5847	100	18	100	18	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	61	79	61	79	10316	75	61	79	61	79	10355	75						
Identified disability (PET/IEP)	1	2	1	2	437	4	1	2	1	2	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	2	3	2	3	83	1	2	3	2	3	83	1						
<b>Participation with accommodations</b>	15	19	15	19	3179	23	16	21	16	21	3152	23						
Identified disability (PET/IEP)	15	100	15	100	1757	55	15	94	15	94	1759	56						
LEP	0	0	0	0	214	7	1	6	1	6	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	1	1	1	1	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Kittery School Department  
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	4	5	4	5	332	2
	2007-2008	2	3	2	3	227	2
	<b>2008-2009</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>262</b>	<b>2</b>
	Cum. Total*	7	3	7	3	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	52	65	52	65	8691	63
	2007-2008	52	67	52	67	8403	62
	<b>2008-2009</b>	<b>49</b>	<b>64</b>	<b>49</b>	<b>64</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	153	65	153	65	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	21	26	21	26	3781	27
	2007-2008	20	26	20	26	4018	30
	<b>2008-2009</b>	<b>18</b>	<b>24</b>	<b>18</b>	<b>24</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	59	25	59	25	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	4	3	4	1021	7
	2007-2008	4	5	4	5	938	7
	<b>2008-2009</b>	<b>8</b>	<b>11</b>	<b>8</b>	<b>11</b>	<b>748</b>	<b>6</b>
	Cum. Total*	15	6	15	6	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.6	62.2	28.6	62.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.0	62.5	20.0	62.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.6	61.4	8.6	61.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Kittery School Department  
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	76	1	1	49	64	18	24	8	11	345	76	1	64	24	11	345	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	2										2						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	72	1	1	46	64	17	24	8	11	345	72	1	64	24	11	345	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	3	19	7	44	6	38	336	16	0	19	44	38	336	2194	0	32	50	18	338
No	60	1	2	46	77	11	18	2	3	347	60	2	77	18	3	347	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	0										0						406	0	39	41	20	339
No	76	1	1	49	64	18	24	8	11	345	76	1	64	24	11	345	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	18	0	0	11	61	5	28	2	11	344	18	0	61	28	11	344	5721	1	52	39	9	342
No	58	1	2	38	66	13	22	6	10	345	58	2	66	22	10	345	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	76	1	1	49	64	18	24	8	11	345	76	1	64	24	11	345	13489	2	63	30	6	345
<b>Gender</b>																						
Female	40	1	3	30	75	5	13	4	10	346	40	3	75	13	10	346	6568	3	67	26	4	346
Male	36	0	0	19	53	13	36	4	11	343	36	0	53	36	11	343	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	3	30	6	60	1	10	341	10	0	30	60	10	341	2300	0	39	49	11	340
No	66	1	2	46	70	12	18	7	11	345	66	2	70	18	11	345	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	76	1	1	49	64	18	24	8	11	345	76	1	64	24	11	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	50	1	50	335	3	0	0	50	50	335	5	1	44	39	16	340
B. less than one hour	85	1	2	42	68	13	21	6	10	345	85	2	68	21	10	345	80	2	66	28	4	345
C. one to two hours	10	0	0	4	57	2	29	1	14	345	10	0	57	29	14	345	13	2	61	32	6	344
D. more than two hours	3	0	0	1	50	1	50	0	0	343	3	0	50	50	0	343	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	52	0	0	30	77	6	15	3	8	346	52	0	77	15	8	346	47	3	68	24	4	346
B. good	35	1	4	17	65	5	19	3	12	346	35	4	65	19	12	346	41	1	62	31	5	344
C. fair	8	0	0	0	0	6	100	0	0	338	8	0	0	100	0	338	9	0	51	41	8	342
D. poor	5	0	0	1	25	1	25	2	50	336	5	0	25	25	50	336	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	18	0	0	5	38	5	38	3	23	340	18	0	38	38	23	340	31	3	63	28	6	345
B. They match some of what I have learned.	61	1	2	34	76	7	16	3	7	347	61	2	76	16	7	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	18	0	0	7	54	4	31	2	15	341	18	0	54	31	15	341	14	1	53	39	7	342
D. There is no match.	4	0	0	1	33	2	67	0	0	341	4	0	33	67	0	341	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	7	44	4	25	5	31	340	22	0	44	25	31	340	18	1	50	38	11	342
B. about the same as my regular schoolwork	54	1	3	27	68	11	28	1	3	346	54	3	68	28	3	346	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	14	78	3	17	1	6	347	24	0	78	17	6	347	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	14	0	0	3	30	4	40	3	30	337	14	0	30	40	30	337	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	30	0	0	14	64	7	32	1	5	344	30	0	64	32	5	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	56	1	2	31	76	7	17	2	5	348	56	2	76	17	5	348	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	21	0	0	12	80	3	20	0	0	348	21	0	80	20	0	348	22	3	67	25	4	346
B. 20 minutes to an hour	47	1	3	25	74	6	18	2	6	347	47	3	74	18	6	347	46	2	68	26	4	346
C. less than 20 minutes	22	0	0	6	38	8	50	2	13	342	22	0	38	50	13	342	18	1	56	36	8	343
D. I rarely read at home.	11	0	0	4	50	1	13	3	38	338	11	0	50	13	38	338	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	38	0	0	20	74	5	19	2	7	345	38	0	74	19	7	345	29	1	56	36	7	343
B. six to ten pages	13	0	0	5	56	2	22	2	22	340	13	0	56	22	22	340	21	2	62	31	5	344
C. eleven or more pages	49	1	3	21	60	11	31	2	6	347	49	3	60	31	6	347	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	54	0	0	1	14	2	29	4	57	334	54	0	14	29	57	334						
B.	23	0	0	0	0	1	33	2	67	332	23	0	0	33	67	332						
C.	8	0	0	0	0	1	100	0	0	338	8	0	0	100	0	338						
D.	15	0	0	1	50	1	50	0	0	343	15	0	50	50	0	343						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Kittery School Department  
School: Frisbee Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	23	29	23	29	1985	14
	2007-2008	22	28	22	28	2277	17
	<b>2008-2009</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	53	23	53	23	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	36	45	36	45	6990	51
	2007-2008	44	56	44	56	6764	50
	<b>2008-2009</b>	<b>47</b>	<b>61</b>	<b>47</b>	<b>61</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	127	54	127	54	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	17	21	17	21	3673	27
	2007-2008	10	13	10	13	3504	26
	<b>2008-2009</b>	<b>17</b>	<b>22</b>	<b>17</b>	<b>22</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	44	19	44	19	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	4	5	4	5	1193	9
	2007-2008	2	3	2	3	1044	8
	<b>2008-2009</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>997</b>	<b>7</b>
	Cum. Total*	11	5	11	5	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	31.1	64.8	31.1	64.8	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.8	64.0	12.8	64.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.1	76.3	6.1	76.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.5	68.8	5.5	68.8	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.7	55.8	6.7	55.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Kittery School Department  
 School: Frisbee Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	77	8	10	47	61	17	22	5	6	347	77	10	61	22	6	347	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	2										2						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	2										2						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	72	7	10	45	63	15	21	5	7	347	72	10	63	21	7	347	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	4	25	9	56	3	19	335	16	0	25	56	19	335	2204	6	36	36	22	338
No	61	8	13	43	70	8	13	2	3	350	61	13	70	13	3	350	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	1										1						412	7	37	35	21	339
No	76	8	11	47	62	16	21	5	7	347	76	11	62	21	7	347	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	18	1	6	12	67	3	17	2	11	344	18	6	67	17	11	344	5727	10	48	31	12	343
No	59	7	12	35	59	14	24	3	5	348	59	12	59	24	5	348	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	77	8	10	47	61	17	22	5	6	347	77	10	61	22	6	347	13501	17	52	23	7	348
<b>Gender</b>																						
Female	40	4	10	25	63	8	20	3	8	347	40	10	63	20	8	347	6568	16	52	24	8	348
Male	37	4	11	22	59	9	24	2	5	346	37	11	59	24	5	346	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	10	0	0	9	90	1	10	0	0	345	10	0	90	10	0	345	2300	4	43	39	14	340
No	67	8	12	38	57	16	24	5	7	347	67	12	57	24	7	347	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	77	8	10	47	61	17	22	5	6	347	77	10	61	22	6	347	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Kittery School Department

School: Frisbee Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	2	100	0	0	337	3	0	0	100	0	337	5	9	38	32	21	340
B. less than one hour	85	7	11	42	67	11	17	3	5	348	85	11	67	17	5	348	80	19	54	22	5	349
C. one to two hours	9	1	14	4	57	1	14	1	14	347	9	14	57	14	14	347	13	16	51	24	9	347
D. more than two hours	3	0	0	0	0	2	100	0	0	337	3	0	0	100	0	337	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	45	5	15	21	64	6	18	1	3	348	45	15	64	18	3	348	40	25	51	17	7	351
B. good	44	3	9	23	72	5	16	1	3	350	44	9	72	16	3	350	45	14	56	24	6	348
C. fair	10	0	0	2	29	4	57	1	14	338	10	0	29	57	14	338	12	7	49	34	10	343
D. poor	1	0	0	0	0	1	100	0	0	338	1	0	0	100	0	338	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	58	5	12	29	69	6	14	2	5	350	58	12	69	14	5	350	38	23	52	19	5	351
B. They match some of what I have learned.	34	2	8	14	56	8	32	1	4	344	34	8	56	32	4	344	45	16	56	22	6	348
C. They match just a little of what I have learned.	5	1	25	1	25	2	50	0	0	344	5	25	25	50	0	344	12	10	45	33	12	343
D. There is no match.	3	0	0	1	50	1	50	0	0	344	3	0	50	50	0	344	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	1	13	1	13	5	63	1	13	339	11	13	13	63	13	339	17	8	45	34	13	342
B. about the same as my regular schoolwork	64	3	7	33	72	10	22	0	0	349	64	7	72	22	0	349	59	19	55	21	5	350
C. easier than my regular schoolwork	25	4	22	10	56	2	11	2	11	347	25	22	56	11	11	347	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	3	60	2	40	0	0	345	7	0	60	40	0	345	15	8	41	35	15	341
B. 30–45 minutes	20	2	14	9	64	3	21	0	0	348	20	14	64	21	0	348	29	16	54	23	6	348
C. 45–60 minutes	20	2	14	8	57	4	29	0	0	349	20	14	57	29	0	349	32	21	55	19	5	350
D. more than 60 minutes	52	4	11	23	64	6	17	3	8	348	52	11	64	17	8	348	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	25	1	25	2	50	332	5	0	25	25	50	332	6	6	33	39	23	337
B. two or three days a week	30	3	14	13	59	5	23	1	5	350	30	14	59	23	5	350	12	15	55	22	8	348
C. two or three times each month	28	2	10	15	71	3	14	1	5	349	28	10	71	14	5	349	26	20	56	19	5	350
D. never or almost never	36	3	11	16	59	8	30	0	0	347	36	11	59	30	0	347	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	53	5	13	21	54	10	26	3	8	346	53	13	54	26	8	346	37	14	51	27	9	346
B. two or three days a week	22	1	6	11	69	3	19	1	6	347	22	6	69	19	6	347	27	20	55	19	6	350
C. two or three times each month	20	2	13	10	67	3	20	0	0	350	20	13	67	20	0	350	19	22	53	19	6	350
D. never or almost never	5	0	0	3	75	1	25	0	0	342	5	0	75	25	0	342	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	54	0	0	1	14	4	57	2	29	331	54	0	14	57	29	331						
B.	23	0	0	0	0	2	67	1	33	329	23	0	0	67	33	329						
C.	8	0	0	0	0	0	0	1	100	324	8	0	0	0	100	324						
D.	15	0	0	0	0	2	100	0	0	335	15	0	0	100	0	335						